

first one does not work. Teachers should work on their own hand maps for the next several sessions, modeling that they are not finished in one sitting and should be reviewed and added to throughout the year. Students can create more than one hand map, especially to try out different emotions and character traits.

Reflection: Students examine their writer's notebook entries, work-in-progress folders, and portfolio pieces to find examples that started with seeds of ideas from their hand map(s).

How effective is your hand map as a tool for finding a specific writing topic?

What kinds of writing seem to spring from your hand maps?

